

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

ENGLISH

E

Thursday, June 19, 2014—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Comprehensive Examination in English. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Comprehensive Examination in English*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large-city scanning center. The scoring key for this exam is provided below. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Correct Answers			
Part 1	Part 2		Part 3
1 3	9 3	15 1	21 1
2 1	10 2	16 2	22 4
3 4	11 1	17 2	23 2
4 2	12 4	18 4	24 4
5 3	13 3	19 3	25 3
6 1	14 4	20 1	
7 4			
8 2			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

- (1) In training raters to score student responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages (if applicable) and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's short-constructed responses and essay on the rating sheets provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) The 2-credit short responses are to be rated by one qualified rater. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Question 26

(used for 2-credit responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

Helping others should be done without bias, judgement, or expectation of reward. It is important to treat everyone the same whether or not one has a certain idea about the kind of person someone is. This is displayed in Passage I, as the narrator names several different kinds of people before claiming that he wants to become "a friend to man," whether they are "good," "bad," "weak," "strong," "wise," "foolish," etc. He relates to them in several lines like 12, "As good and as bad as I." In this line, the narrator shows the reader the importance he puts on not judging others. He longs to connect with every type of person because he knows there are none any better than another. Passage II puts more emphasis on putting oneself aside to help another with the knowledge that there will be no reward for selflessness. The narrator swims out much farther than a safe distance from the pier just hoping that a baby whale doesn't end up on its own. His futile attempts at imitating the whale's call display his desperation to offer the whale some guidance and hopefully reunite it with its mother. His observations about Grayson the whale's agitated state and thoughts about how the whale's mother must be searching show his concern for the whale. It is this kind of attitude that should be adopted regarding the help that one provides to all people. There was no judgement, there were no expectations. There was only the desire to do well by someone - or something.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Helping others should be done without bias, judgement, or expectation of reward*) is supported with clear and appropriate details from both texts (*This is displayed in Passage I, as the narrator names several different kinds of people before claiming that he wants to become "a friend to man," whether they are "good," "bad," "weak," "strong," "wise," "foolish," etc. and Passage II puts more emphasis on ... the knowledge that there will be no reward for selflessness. The narrator swims out much farther than a safe distance ... hoping that a baby whale doesn't end up on its own*). Language use is appropriate, and errors in conventions (*pier just and and hopefully reunite*) do not hinder comprehension.

Helping a stranger does not ensure help in return. Helping others is done out of the selflessness of someone. Helping others is not mandatory to one's survival, but it often forms a strong bond between the helper and the helped that will, in many cases, lead to a form of friendship. In Passage I, the author states that he would live in a "house by the side of the road" (line 31) whether physically or figuratively. The reason is so that the author can connect to people "and be a friend to man" (line 40). Between lines 28 and 31, the author speaks of being with the people of society during times of happiness and sorrow. Because he is prepared to help society, he considers himself a friend. In Passage II, the author spots a lone whale and tries to help it find its mother. The author states that he/she "didn't want him [the whale] to go off alone" (line 12). This shows how the author's motives for following the whale were genuinely pure, there were no benefits for himself/herself. At the end, the whale turns to follow the ^{narrator} ~~pe~~ narrator to shore. The ^{only} ~~one~~ logical reason for this being that they had formed a friendship and the whale wanted to help the narrator. The strong bond of friendship usually begins when someone goes out of the way to help another.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Helping others is done out of the selflessness of someone ... it often forms a strong bond between the helper and the helped*) is supported with clear and appropriate details from both texts (*In Passage I, the author states that he lives in a "house by the side of the road" ... so that the author can connect to people "and be a friend to man" ... the author speaks of being with the people of society during times of happiness and sorrow and In Passage II, the author spots a lone whale and tries to help it find its mother ... the whale turns to follow the narrator to shore. The only logical reason for this being that they had formed a friendship*). Language use is appropriate, and errors in conventions (*figuratively; happiness; pure, there*) do not hinder comprehension.

Both passages I and II have speakers that demonstrate the act of helping others. In passage I, the narrator says he wants to live on the side of the road, meaning that he wants to be there for people who are alone. In passage II the narrator helps a young whale that was lost from its mother. This narrator also demonstrates wanting to help something that is alone. Both pieces of literature show examples of helping others in their narrators.

Anchor Level 1-A

The response has a controlling idea (*Both passages I and II have speakers that demonstrate the act of helping others*), supported with partial and overly general information from the texts (*In Passage I, the narrator says he wants to live on the side of the road, meaning that he wants to be there for people who are alone and In Passage II the narrator helps a young whale that was lost from its mother*). Language use is imprecise (*others in their narrators*), and errors in conventions (*narrator and Passage II the*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

Helping others is demonstrated in both passage 1 and 2. Both passages show helping and being kind to others. In passage 1 It is describing souls that are a friend of man. In passage 2 The man and the baby whale are swimming at sea looking for the whales mother.

Anchor Level 1–B

The response has a controlling idea (*Both passages show helping and being kind to others*), supported with partial and overly general information from both texts (*In passage 1 It is describing souls that are a friend of man and In passage 2 The man and the baby whale are swimming at sea looking for the whales mother*). Language use is imprecise (*Souls that are a friend of man*), and errors in conventions (*passage and whales mother*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 0

Helping people is a good idea. Often, not a lot of think to help someone if it will also hurt themselves. The subconscious selfishness of people ~~is~~ often the ~~reason~~ reason for not helping one another. What isn't realized is that helping one another will not only help to support ~~someone~~ someone else but encourage someone to support you as well. Thus, everyone is in constant support of each other because of the free will to help.

Anchor Level 0

The response is a personal response. There is no reference to either text.

Helping others extends beyond the simple act of doing so. By helping others, one develops an ~~empathy~~ ^{inherent} empathy that allows one to connect with the person he or she is helping on a deeper, metaphysical level. Both passage I and II reinforce the notion of a connection developing through compassion. For example, in Passage I, the speaker describes the kindred spirit with the "good and bad" men that pass by who are as "good and bad" as he is (line 11-12). By refusing to be "cynical" or judgmental of the men who pass by the "house on the side of the road" the speaker is able to identify himself with them, becoming a "friend" to man from a newfound deeper connection. Similarly, the idea of a connection developing from empathy while helping others can transcend beyond human connection alone. In the case of Passage II, the speaker, who ~~can empathize~~ ^{empathizes for} ~~cares for~~ ^{cares for} and pities the whale Grayson is compelled to follow the whale away from the peer for reasons he or she does not know why (line 11-12). Despite an obvious ~~barrier~~ ^{language} barrier, the speaker, by helping the whale Grayson search for his mother, is able to connect with him by communicating instinctively, such as when he desires to go back to the beach (line 29-31). ~~through~~ In conclusion, by helping others, one is able to connect with another on a deeper level by empathizing with the person he or she is helping.

In passage I it talks about how the Narrator wants to have connections with the people and have a social life with people. Some examples could be on lines 11-12 that it states that the Narrator is equal as others. The line "And be a friend to a man", means it wants to help others and care about each other. Passage 2, shows also the love it had for the whale. An example could be when the whale was going off shore, the Narrator followed it and made sure it was ok. It showed also the need to help others by the Narrator - finding the whale's mother.

Question 26 – Practice Paper C

Helping others is an important part of life and not only benefits others, but the person helping as well.

Helping others can be very rewarding. Both passages talk about ~~the~~ ~~the~~ need of help. In passage one, the narrator tells of his wish to live in a home by the side of the road, where he can witness all different kinds of life. The narrator wishes to live by the road side so he can be a good friend to others, and help them achieve ~~achieve~~ ~~achieve~~ goals, and overcome obstacles. The narrator likes to ~~share~~ ~~share~~ other's happiness, and when people are upset, he feels the same way. In passage two, the narrator is trying to be a friend to a baby whale who is alone in the ocean. The narrator feels happy to be a companion to the whale. ~~She~~ ~~She~~ tries to help the whale find its mother, and gets concerned for it when it seems to be getting tired. She takes over a motherly role for the whale, and ~~also~~ ~~also~~ keeps it company until it decides to leave. Helping someone can be very rewarding, and it can give a person a great feeling of pride.

Both passage one ~~one~~ and passage two establish a controlling idea about helping others. The idea that both authors try and get across is to not be selfish. Sometimes by taking a real look at everyone around you, you realize that some people need just as much help as you might. In passage number one the author keeps repeating the phrase "Let me live in my house by the side of the road and be a friend to man." In the second passage the author writes "I knew it made no sense to follow him. I could think of many reasons why I couldn't or shouldn't, but I didn't want him to go off alone." The authors try and display the idea that we should ~~we~~ always think about others rather than ourselves and do our best to help them in the ways that we can even if it's inconvenient for us.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*By helping others, one develops an inherent empathy that allows one to connect ... on a deeper, metaphysical level*) is supported with clear and appropriate details from both texts (*the speaker describes the kindred spirit with the “good and bad” men that pass by who are as “good and bad” as he is and Despite an obvious language barrier, the speaker, by helping the whale Grayson search for his mother, is able to connect with him by communicating instinctively*). Language use is appropriate, and errors in conventions (*line 11 - 12, road” the speaker, peer*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response has an unclear controlling idea (*In Passage I ... the Narrater wants to have connections with the people and It showed also the need to help others*), supported with partial and overly general information from the texts (*The line “And be a friend to a man”, means it wants to help others and when the Whale was going off shore, the Narrater followed it and made sure it was ok*). Language use is imprecise (*that it states ... is equal as others and it wants to help*), and errors in conventions (*Narrater and the whales mother*) may hinder comprehension.

Practice Paper C — Score Level 0

The response demonstrates no understanding of the task or texts, simply making a general statement about helping others.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Helping others can be very rewarding*) is supported with clear and appropriate details from both texts (*The narrator wishes to ... be a good friend to others, and help them ... The narrator likes to share other’s happiness and The narrator feels happy to be a companion to the whale. She tries to help the whale find it’s mother*). Language use is appropriate, and errors in conventions (*road side, other’s happiness, it’s mother*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response has a controlling idea (*The idea that both authors try and get across i is to not be selfish*), supported with partial and overly general information from the texts (*In passage number one the author keeps repeating the phrase “Let me live in my house by the side of the road and be a friend to man” and “I knew it made no sense to follow him. I could think of many reasons why I couldn’t or shouldn’t, but I didnt want him to go off alone”*). Language use is imprecise (*try and get across and try and display*), but errors in conventions (*didnt, its, inconvienent*) do not hinder comprehension.

Question 27

(used for 2-credit responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element or technique
or
- implies an explanation of the literary element or technique
or
- has an unclear explanation of the literary element or technique
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

The author of Passage II uses characterization to develop his piece. In just 35 lines, a reader can learn a lot about the character and personality of the speaker. For one, he is very sympathetic. Although he is in a bad situation himself (he's tired and his eyes hurt), he is willing to keep trying for the sake of the baby whale Grayson. The narrator is also strong, both physically and mentally. Swimming away from the shore in the ocean ~~is~~ while trying to follow a baby whale and look for the whale's mother ~~is~~ all at the same time is not an easy feat. Here, one can see the narrator's determination: he does not want to give up. In the paragraph that begins on line 27, the reader can see into the narrator's thoughts. He is mentally strong because he can force himself to keep going, even though part of him wants to stop. Finally, the narrator is empathetic. He is able to put himself in the ~~whale's~~ mother's place and to realize how she was feeling. The author's characterization helps the reader to connect with the narrator and makes the story more believable.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of characterization in Passage II (*In just 35 lines, a reader can learn a lot about the character and personality of the speaker*), supported with clear and appropriate evidence from the text (*The narrator is also strong, both physically and mentally. Swimming away from the shore ... is not an easy feat and He is mentally strong because he can force himself to keep going even though part of him wants to stop*). Language use is appropriate, and errors in conventions (*ocean while ... time is and to keep going even though*) do not hinder comprehension.

~~A~~ A metaphor is a comparison between two unlike objects without using linking words, such as like or as. In Passage I, Lines 17 and 18 state ~~that~~ "I see my house by the side of the road, by the side of the highway of life..." In this example, the narrator is comparing the side of the road to life. It then continues on and explains the rest of the poem in terms of either traveling or life. It states on line 25, "I know ~~that~~ there are brook gladden meadows ahead, and mountains of wearisome height". Again, the narrator is showing a deeper aspect to the poem. The speaker is showing that the meadows may be happy times and mountains may show obstacles, ~~but~~ ~~showing~~ ^{showing} that this isn't just a regular road, rather "this is "the highway of life".

Anchor Level 2-B

The response provides a well-developed paragraph that provides an appropriate explanation of metaphor in Passage I (*A metaphor is a comparison between two unlike objects without using linking words, such as like or as and the narrator is comparing the side of the road to life*), supported with clear and appropriate evidence from the text (*The speaker is showing that the meadows may be happy times and mountains may show obstacles, showing that this isn't just a regular road, rather this is "the highway of life"*). Language use is mainly appropriate with some imprecision (*on line 25*), and errors in conventions (*comparison, narrator, meadows*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

The author of passage two uses point of view to develop the passage. Told from the point of view of the swimmer we understand what he is going through. His only goal is to find the whale's mother. The author develops this by letting us see what the swimmer is doing and their motives behind it. This truly shows the message of the passage which is just to help others.

Anchor Level 1–A

The response implies an explanation of point of view in Passage II (*Told from the point of view of the swimmer we understand what he is going through*), supported with partial and overly general information from the text (*The author develops this by letting us see what the swimmer is doing and their motives behind it*). Language use is mainly appropriate with some imprecision (*the swimmer is doing and their motives*), and errors in conventions (*swimmer we* and *passage which*) do not hinder comprehension.

The author of Passage one makes exhaustive use of similes and ~~symbolism~~^{metaphors}. He brings his poem to life with similes like "hermet souls that live withdrawn" to "like stars that dwell apart, In a fellowless firmament," these serve to build a description without excessive written effort. Additionally, he uses metaphors like "the cynics ban" to be negative without over stressing the point.

Anchor Level 1-B

The response provides an unclear explanation of similes and metaphors in Passage I (*these serve to build a description without excessive written effort*), supported by partial information from the text (*He brings his poem to life with similes like "hermet souls that live withdrawn"*). Language use is imprecise (*exhaustive use of similes and he uses metaphors ... to be negative without over stressing the point*), and errors in conventions (*exhaustive; similes; hermet; firmament; "these; metaphors*) may hinder comprehension.

In Passage 2 the author uses
several metaphors and similes.

Anchor Level 0

The response demonstrates no understanding of the task or text, simply making general reference to *metaphor's and similies*.

Question 27 – Practice Paper A

In passage one the ^{author} ~~can author~~ uses the literary element theme. ~~throughout~~ Throughout the passage the author ~~dis~~ displays it through each word. The most common theme ~~is~~ is loneliness. The poem starts with ^{saying} ~~writing~~ there are "hermit souls" ~~poem~~ and the word hermit means that they are hidden and they are alone, it then says "there are souls, like stars, that dwell apart" which is just a way of saying people, the souls, are alone. All throughout the poem you see the author talk about "the house by the side of the road." This shows the longing and desire the author needs, they need the company of everyone or someone because they're so alone.

selfless-
ness

In Passage II, the author uses the theme of ~~self gratification~~ to write the excerpt. When the narrator finds many reasons to not swim out to the open sea, he does anyway in order to attempt to assist the baby whale (line 9-12). When the whale-named Grayson - had started to lose his energy, the narrator boosted his confidence and verbally pep him fourth (line 13-22). The author shows that even though the narrator had no responsibility for the whale, he still continued to aid it and try to help with the task at hand - finding its mother. Line 27 to 28 show how the narrator gave up his fears to help the whale, in which the author shows this to be self gratifying as well as selfless.

In Passage I, the author uses repetition to reveal that despite numerous hardships and flaws, humanity is still something worth hanging onto. The phrase, "Let me live by the side of the road / And be a friend to man" is repeated again and again throughout the poem (7-8). This line clearly shows that the narrator wants to be close to others at all times, which is the central theme of the poem. He describes "Souls...that dwell apart" (3) and "men who are faint with the strife," (20) and yet he still repeats that he wants to "be a friend to man". He knows that there are "mountains of wearisome heights" ahead, but he still clings to humanity because he loves it, flaws and all (26). Even though there are obstacles ahead and even though there are ~~good~~^{bad} things that happen, he still finds comfort in people because of their inherent goodness. He is part of these people so he recognizes all of the good and the bad. When thinking that people are both good and bad, he realizes, "So am I" (36). The repetition of this key phrase signals the author's desire to be close to others and ~~to~~^{to} be a witness to the great process of human ~~work~~ life.

Passage one in line number 7 and 8 that says "But let ~~the~~ ^{me} ~~man~~ live by the side of the road and be a friend to man." I can relate that to my life because of how I think of it is that when "let me live beside the road". That nature nature is saying let me have a friend and that the man that man says I love nature he is my friend that's what that line means to me. Camp hiker of the side of the road with nature be a person that really likes it and that he/she could just live, eat, and breathe ^{nature} that's what that relates to me.

The literary element the author of passage two uses is point of view. Point of view is when the author writes in first, second and third person. In passage two the author uses first person for example (lines 3-5) I thought that if I could communicate with him he would come with me, like a dog responding to a familiar whistle etc.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response has an unclear explanation of theme in Passage I (*the author uses the literary element theme. Throughout the passage the author displays it through each word*), supported with partial and overly general information from the text (*The poem starts with saying there are “hermit souls” and the word hermit means that they are ... alone and This shows the longing and desire the author needs*). Language use is imprecise (*the company of everyone of someone*), and errors in conventions (*lonlyness; alone, it; the author needs, they need*) may hinder comprehension.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the theme in Passage II (*theme of selflessness*), supported with clear and appropriate evidence from the text (*he still continued to aid it and try to help with the task at hand - finding it's mother and the narrator gave up his fears to help the whale*). Language use is appropriate, although sometimes imprecise (*anyways and fourth for “forth”*), and an error in conventions (*it's*) does not hinder comprehension.

Practice Paper C — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of repetition in Passage I (*the author uses repetition to reveal ... humanity is still something worth hanging onto and The phrase ... is repeated again and again throughout the poem*), supported with clear and appropriate evidence from the text (*He knows that there are “mountains of wearisome heights” and When thinking that people are both good and bad, he realizes, “ So am I”*). Language use is appropriate, and errors in conventions (*onto; inherint; realizes, “ So am I”*) do not hinder comprehension.

Practice Paper D — Score Level 0

The response is a personal response.

Practice Paper E — Score Level 1

The response provides an unclear explanation of point of view in Passage II (*Point of view is when the author writes in first, second and third person*), supported with partial information from the text [*the author uses first person for example (lines 3–5) I thought that if I could communicate with him he would come with me*]. Language use is imprecise (*The literary element the author of passage two uses point of view and to a familiar whistle etc.*), and errors in conventions (*person for example, I thought, him he*) that may hinder comprehension.